EFFECT OF AN EFL LEARNING GAME ON PHONEMIC AWARENESS

E. Charles1, E. Magnat2, M-P Jouannaud3, C. Payre-Ficout4, M. Loiseau4

1Univ Lyon, INSA Lyon, CNRS, LIRIS, UMR CNRS 5205, F-69621 Villeurbanne, France
2Université Lyon 2, ICAR UMR 5191 CNRS, France
3Université Paris 8, TransCrit EA 1569, France
4Université Grenoble Alpes, LIDILEM EA 609, France

coralie.payre-ficout@univ-grenoble-alpes.fr - emilie.charles1@gmail.com - emilie.magnat@univ-lyon2.fr - marie-pierre.jouannaud@univ-paris8.fr

coralie.payre-ficout@univ-grenoble-alpes.fr - mathieu.loiseau@liris.cnrs.fr

PRE-TEST

Feb 22
Collective, on tablet
45-60 minutes
3 tasks for Luciole:
- Listening comprehension
- Auditory discrimination
- Phoneme positioning

NEW EXPERIMENT

- replication of previous results
- 2 versions of Luciole: original (Luc1) and without explicit phonological training (Luc2)

POST-TEST & TRACES

June 22
- Post-test: same format as pre-test
- User traces collected
- Indicators to be extracted

3 tasks for Luciole:
- Phoneme positioning (PA)
- Auditory discrimination (PA)
- Listening comprehension

For each language:
- 6 to 8 items
- Different speakers in post-test

FINDINGS

- Luciole groups significantly better on listening comprehension task (p<0.05)
- No clear result on PA assessment tasks
- Need for standardized tests for PA

PERSPECTIVES

- FOR LUCIOLE
  - Increase synergy with curriculum
  - Interaction with oral production in class

- FOR LANGUAGE TEACHING
  - May affect meta-cognitive skills
Effect of an EFL listening comprehension learning game on phonemic awareness in French

Emilie Charles, INSA-Lyon, LIRIS UMR CNRS 5205, F-69621, Lyon, France, emilie.charles1@gmail.com
Emilie Magnat, Université Lyon 2, ICHAR UMR CNRS 5205, F-69621, Lyon, France, emilie.magnat@univ-lyon2.fr
Marie-Pierre Jouannaud, Université Paris 8, TransCrit EA 1569, France, marie-pierre.jouannaud@univ-paris8.fr
Coralie Payre-Ficout, Université Grenoble Alpes, LIDILEM EA 609, France, coralie.payre-ficout@univ-grenoble-alpes.fr
Mathieu Loiseau, INSA-Lyon, LIRIS UMR CNRS 5205, F-69621, Lyon, France, mathieu.loiseau@liris.cnrs.fr

Luciole is an EFL listening comprehension learning game for 6–9-year-olds. Learners play the role of a French kid named Sasha recruited by a spy agency to help save animals. Sasha interacts mainly with native English-speaking people from all around the British Isles who either speak English or French with a strong foreign accent. Luciole offers different activities. Some target thematic lexicon, others train specific phonological aspects of English difficult to apprehend for French learners. A first experiment showed that children who played Luciole developed their listening comprehension in English but also improved their phonological awareness (PA) in French. A new experiment has been designed to try to replicate the previous results and to explore their origin.

PA is defined as “one’s ability to recognize, discriminate, and manipulate the sounds in one’s language, regardless of the size of the word unit that is the focus” (Anthony & Francis, 2005). PA, and specifically phonemic awareness, plays a crucial role in reading acquisition (Snow et al., 2001), and the beneficial impact of explicit instruction of PA for typically and atypically developing children is well known (Ehri et al., 2001; Zoubrinetzky et al., 2019). Furthermore, various authors defend the hypothesis that PA is not linked to a specific language but rather a general linguistic meta-skill (Comeau et al., 1999; Cummins, 1979).

Explicit phonological activities represent only about 5% of Luciole’s activities, raising the question of their relation to PA improvement. Thus, in this new experiment, pupils from 14 classes were either confronted with the current version of Luciole (7 classes; n=89) or with a version without explicit phonological training (7 classes; n=102). Pupils from 29 other classes (n=355) using another application serve as an active control group. All 43 classes were tested in February 2022 on listening comprehension in English and PA in French and English, then they started to use the applications in class, for at least 22 sessions of 20 minutes spread from March to June 2022; post-tests are administered starting mid-June 2022. User traces are collected to refine our analyses.